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ABSTRACT

This Quinmester course helps the student develop word power through training and practice in identifying various meanings of one word, finding meanings from context, interpreting nonliteral and figurative language, and analyzing the structure of words with emphasis on prefixes, suffixes, and roots. Also included are dictionary and pronunciation skills and the study of word origins. This course outline contains a six-page listing of resource materials for students and teachers. (CL)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

Language Arts: DEVELOPING WORD POWER 5113.27
5114.27
5115.27
5116.27
5187.05

CS 200008

DADE COUNTY PUBLIC SCHOOLS
DIVISION OF INSTRUCTION • 1971

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DEVELOPING WORD POWER

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Language Arts

Written by Barbara Lamb
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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COURSE TITLE: DEVELOPING WORD POWER

COURSE DESCRIPTION: The intent of this course is to help the student develop word power. Included in the course will be training and practice in identifying various meanings of one word, finding meanings from context, interpreting non-literal and figurative language, and analyzing the structure of words with emphasis on prefixes, suffixes, and roots.

I. PERFORMANCE OBJECTIVES

A. Given the types of information found in the dictionary, the student will demonstrate his ability to use the dictionary.

B. Given a list of words, the student will isolate the prefix, suffix, and root of each word.

C. Given a list of prefixes, suffixes, and roots, the student will apply his knowledge to formulate words made from these morphemes.

D. Given a number of sentences in which one word is used with several meanings, the student will differentiate the meanings of the word in each context.

E. Given two passages with one word or phrase used in a literal sense and then used in a figurative sense, the student will differentiate between the two meanings.

F. Given a passage with unfamiliar words, the student will deduce the meanings from context.

G. Given an opportunity to increase his vocabulary, the student will apply the words in a given situation.

II. COURSE CONTENT

Vocabulary development is an integral part of the Language Arts curriculum. The knowing and the using of words are skills that aid students in all aspects of their school and personal lives, not only now but in later years. Some of the main purposes of a course of this type would be to help students to:

distinguish differences among words so that they will write better than the student who can merely define a large number of words.
select the right word for the situation.
realize that there are different types of vocabulary i.e. reading, writing, speaking and hearing.
use direct and indirect hints to provide tools for making a word choice.
gain insights and procedures for a program of vocabulary building and improvement.
use improved vocabulary in written work and class discussion.

improve their vocabulary whether their goal is college admission, better employment opportunities, or overall self improvement.
expand their vocabulary by providing for learning of specific words.
know how to attack words.
know basic prefixes, suffixes, and roots in order to build new words or to deduce meanings of words.
learn how to figure out meanings of words through context.
interpret non-literal and figurative language.

The course includes the following:

1. The uses, functions, and types of dictionaries
2. Dictionary skills
3. Recognizing prefixes and roots and their use and functions
4. Pronunciation skills
5. Word origins or etymologies
6. Ways our language grows and changes through vocabulary
7. Greek and Latin roots
8. Anglo-Saxon, Greek, and Latin prefixes
9. Derivational and inflectional suffixes
10. Word building through knowledge of roots, prefixes, and suffixes
11. Form classes of the same word
12. How to deduce meanings of words through context
13. Figurative language
14. Difference in figurative and literal meanings of words
15. Means, methods, and practice in developing and improving vocabulary
16. Words have various meanings

III. TEACHING STRATEGIES

A. Objective. Given the types of information found in the dictionary, the student will demonstrate his ability to use the dictionary.

1. Instruct students in the use of the dictionary. Use acetates for illustrations.
   a. guide words
   b. definitions
   c. diacritical marks
   d. syllabification
   e. etymological entries
   f. accents
   g. form class of words
   h. inflectional and derivational forms
   i. synonyms and antonyms

2. Show filmstrips on the dictionary and discuss with students. Have them examine a dictionary for the items presented.

3. Lead a class discussion on abridged and unabridged dictionaries. Use acetates for illustrations.

4. Ask students to look up a word in an abridged and an unabridged dictionary and report findings.

5. Show the filmstrip "Word Meanings Change" from Word Study Series. The use of the dictionary to find origins and changes in words is also explained.

6. Ask small groups of students to practice alphabetizing a list of words for practice in locating words in the dictionary.

7. Have students bring in dictionaries and analyze the functions and value of each.

8. Ask students to imitate dictionary style with a specific word to show the format of a dictionary entry.

9. Have students challenge fellow students with difficult words to be looked up in a dictionary for the purpose of evaluating dictionary skills.

10. Assign reports (oral and written) on the history of the dictionary, the structure of the dictionary, and the classifications of dictionaries.

11. Administer exercises that would show students the types of things that a dictionary tells about words. Ask them to make a list of questions that are similar to ones that you asked and exchange papers and have classmates answer the questions.

12. Check all language and vocabulary exercises in available literature books for exercises and practice work in use of the dictionary.

13. Have students define a dictionary by saying what it tries to tell us about words.

14. Use Unit IV and accompanying transparencies in Lumsden and Peterson's Contemporary Composition Manual for exercises in spelling and dictionary skills.

15. Have studens research and report on some of the following: Noah Webster, The Devil's Dictionary by Ambrose Bierce, The Hiptionary, Development of the English Dictionary, The Early History and Development of the American English Dictionary.

B. Objective. Given a list of words, the student will isolate the prefix, suffix, and root of each word.

1. Show filmstrip "Unusual Word Origins" from Word Study Series. Have students select a word to trace the origin and present findings to class as follow-up.

2. Increase pronunciation skills by having students recite assigned words according to pronunciation symbols. Explain table of symbols.

3. Show filmstrip "Roots and Shoots" which describes roots, prefixes, and suffixes.

4. Give students lists of prefixes, suffixes, and roots with the meaning of each. Have them practice using them by forming words.

5. Give the class a list of words. Have them distinguish prefix, suffix, and roots of the words by use of a slash mark. Example: in/aud/ible.

6. Give exercises that would give students practice in picking out suffixes, prefixes, and roots of words.

7. Ask students to copy from their most recent composition each word that they wrote that contains an affix. Beside each word they should write the root word and the affix indicating whether it is a prefix or a suffix.

8. Give students a group of words and ask them to check the words that can be broken down into two or more parts. Examples: tie, untie, strength, strengthening, body, overcome.

9. Challenge students by introducing new words for oral analysis according to suffix, root, and prefix meanings.

10. Have students construct posters illustrating any of the following: prefixes and suffixes with meanings and examples; word origins.

11. Check all language and vocabulary exercises in available literature books for exercises and practice work in prefixes, roots, and suffixes.

12. Use Unit IV and accompanying transparencies in Lumsden and Peterson's Contemporary Composition Manual for exercises in roots, prefixes, suffixes, and etymologies.

C. Objective. Given a list of prefixes, suffixes, and roots the student will apply his knowledge to formulate words made from these morphemes.

1. Show the filmstrip "Keys to Word Building" from Word Study Series. Discuss the ideas presented concerning roots, prefixes, and suffixes.

2. Show the filmstrip "Words Derived from Latin and Greek" from Word Study Series. Discuss. As a follow-up, put students in groups and have them apply the information learned.

3. Show filmstrip "Words Derived from Other Languages" from Word Study Series. Have students bring other examples to class and present to the other students.

4. Show filmstrip "Word Building" to introduce free and bound morphemes and different types of prefixes and suffixes.

5. Show filmstrip "Words Then and Now" to illustrate derivations from other languages and how knowing roots aids in discovering meaning as well as helping with spelling of words.

6. Give students a list of roots from which they are to form three words by adding a prefix, suffix, or both to the root.

7. Have students examine a list of Anglo-Saxon prefixes with their definitions and then a list of words using these prefixes to define the meanings of the words.

8. Have students name words using Greek roots or prefixes such as chrono, homo, auto, cracy, demo, pan, mania, philo, phobia, mono. Do the same kind of thing with Latin roots and prefixes.

9. Have students develop a word tree for a common root.

10. Give students a list of prefixes, suffixes, and roots and a master list of words. Have them define words on the master list according to the breakdown of the major parts.

11. Show the film Word Building in Our Language. Lead a discussion on the ideas presented in the film.

12. Use Unit VI, Word Power, and accompanying transparencies in Lumsden and Peterson's Contemporary Composition Manual for exercises in word meanings and derivations, roots, prefixes, suffixes, and etymologies.

13. Ask students to analyze the word dictionary. What other English words are formed from the same Latin root?

14. Have students do the following and compare answers. Write one or more examples of words using a selected group of prefixes provided by the teacher. Write one or more examples of words using a selected group of suffixes provided by the teacher. Write one or more examples of words derived from a selected group of roots provided by the teacher.

15. Give students a group of Greek and Latin roots that they are to find the meanings of in the dictionary. Have them write a sentence using an English word derived from each. Have students read sentences in class or in small groups and explain.

16. Give students exercises that would give clues as to meaning of specific prefixes, suffixes, and roots.

17. Instruct students in the two types of suffixes, derivational and inflectional. Give exercises that illustrate and give practice in using both types.

18. Give students exercises that would give practice in combining roots with prefixes to change meanings.

19. Give students exercises that would give practice in combining roots with suffixes to change part of speech.

20. Give students a list of roots and ask them to find as many words as they can that contain each root.

21. Ask students to name verbs that have been coined by back formation of nouns. Some examples are: editor-edit; oration-orate.

22. Give students a group of verbs and ask them to make as many nouns as possible from each by adding suffixes.

23. Give students a group of words and ask them to make a new word which has the opposite meaning by adding a prefix.

24. Give students a group of exercises as follows to show difference in meaning of prefixes. Examples:
    a. Write a word meaning to sell again.
    b. Write a word meaning to direct wrongly.
    c. Write a word meaning the opposite of to obey.

25. Illustrate to students that some prefixes can have more than one meaning. Examples:
    over--overlooked and overact
    de--decompose and dethrone
    in--inaccurate and inside

26. Give students a list of nouns and ask them to write verb forms, a list of verbs to write noun forms, a list of adjectives to write noun forms, and a list of nouns to write adjective forms.

27. Check all language and vocabulary exercises in available literature books for exercises and practice work.

28. Have students indicate how suffixes affect the function and the meaning of the word.

29. Ask students to guess the meanings of a group of unfamiliar words that contain roots with which they are familiar. Have them check guesses with dictionary and then write sentences using the word.

30. Give students a group of sentences in which each sentence contains some roots and affixes with which they are familiar. Ask them to use each word in an original sentence.

31. Test student's comprehension of roots and prefixes by drills requiring analysis and judgment of a paragraph or sentence.

D. Objective. Given a number of sentences in which one word is used with several meanings, the student will differentiate the meanings of the word in each context.

1. Give students groups of sentences in which the same word is used several different ways and with different meanings. Have students try to deduce various meanings of the same word through context clues.

2. Have students look up selected words in a dictionary to illustrate the fact that words have various meanings. Have them use the words with their various meanings in sentences.

3. Have students select several words from a list and use each word

in several sentences to illustrate the various meanings of each word. Some examples are:

a. college - college of cardinals
a barber college
law college as a part of a university

b. colony - artist colony
colony of ants
colonies in the New World

c. conscious - conscious of his faults
conscious guilt
conscious during operation
conscious insult

d. tenuous - tenuous body
tenuous air
tenuous plot

e. turgid - turgid lead cow
turgid with his own importance

4. Have students show how words are pronounced by putting in diacritical marks and accents of words that can be used as different parts of speech according to pronunciation. Some examples are:
Verbs--refuse, attribute, extract, addict, protest.
Nouns--refuse, attribute, extract, addict, protest.

5. Give students a list of words for which they are to write as many definitions for each word as they can. Some words to use are file, ruler, run, light, pipe.

6. Give students a group of words which can be used as a noun or a verb. Ask them to write two sentences for each word, one using the word as a noun and the other using the word as a verb. Have them read to class and compare with fellow class-mates. Some examples are: sand, tie, trip, record.

7. Give students a number of words which sometimes denote "the act of" and sometimes "the results of" depending on context in which word is used. An example is:
a. The building of the apartment house took a year.
b. The building is located on the corner.

8. Give students a group of words in which each word has a different area of meaning. Ask them to provide contexts that will make clear the different areas of meanings. Examples: frame, pink, board, pool.

9. Check all language and vocabulary exercises in available literature books for exercises and practice work.

10. Ask students to find five words that can be used at least in three different ways. They should write a sentence illustrating each use. Have them discuss their sentences in class. An example would be paper.
a. The paper lining was torn.

b. The paper was folded.
c. We will paper the room.

11. Have students define the same word from different points of view. Example--rain.
    a. farmer
    b. a family on an outing
    c. a baseball team behind by one run
    d. weatherman

12. Have students look up each of the following words in dictionary and note how many entries are given for each. Ask them to write a sentence for each one showing how it can be used. Squash, post, minute, lean, peer, tender, pawn, mean, page, bed.

13. Lead a discussion on the various clues to meaning of words such as supplied definitions, contrasts, words similar in meaning, key supporting choice, parallel synonyms or antonyms, cumulative evidence, accompanying sentence elements. Illustrate through use of acetates.

14. Have students write sentences in which they make clear the various definitions of the same word through context.

E. Objective. Given two passages with one word or phrase used in a literal sense and then used in a figurative sense, the student will differentiate between the two meanings.

1. Show a film that relates to allegory, metaphor, symbolism, personification and discuss the figurative language involved. For example: The Golden Fish, The Hand, The Hunter and the Forest, Neighbors, String Bean.

2. Lead a class discussion of figurative and literal language. Illustrate through transparencies or show filmstrips of examples.

3. Give students a group of sentences containing figurative language. Lead a discussion on the literal and figurative meaning.

4. Give students sentences in which are found similes. Ask them what is suggested through a multiple choice exercise. Example: The houses sat like toads along the hill.
    a. something squat and ugly
    b. something that eats flies
    c. something that lives near water
    Do the same type of exercise with metaphors but ask what is being compared. Example: I am a human being; please do not spindle, fold, or mutilate me.
    a. a target b. a computer card c. a paper airplane

5. Check all language and vocabulary exercises in available literature books for exercises and practice work.

6. Give students a group of figurative expressions for which they are to find meanings and origin and report their findings.

Some examples might be: draw in your horns; flash in a pan; look a gift horse in the mouth; tempest in a teapot; dark horse.

7. Have students look in Brewer's Dictionary of Phrase and Fable to find other well known figurative expressions and report to rest of class.

8. Give students a group of sentences containing similes and metaphors. Have students point them out, tell what two things are being compared, and explain how each adds to the sense.

9. Have students bring in examples of figures of speech that they found in outside reading. They should be ready to explain what is being compared and tell why the figures are effective.

10. Have students look up the meaning of hyperbole, metonymy, personification, synecdoche, and understatement. Ask them to be prepared to explain and give an example of each.

11. Have students write a sentence describing a group of items, using one figure of speech in each description. Classmates are to point out figures and comment on their effectiveness. Some examples to use are:
    a. your street on a foggy morning
    b. a puppy or kitten investigating its surroundings
    c. a jet plane taking off or landing
    d. a classroom before the beginning bell
    e. the view from the top of a wave
    f. a float in a parade

12. Ask students to compare the effectiveness of a literal with a figurative phrase. Some possible examples are:
    had covered--had silver-plated, had gilded, had whitewashed, had tinseled
    walked--sailed, ploughed, strutted, swept
    hung over--curtained, shrouded, smoke screened
    rose suddenly--skyrocketed, spiraled
    Have them write sentences in which they use each of the expressions.

13. Give students a group of sentences in which one word or phrase is used in a literal sense and then used in a figurative sense. Have them point out which is which and discuss the two meanings.

14. Ask students to be ready to identify person or thing to which a group of allusions refers and to explain how each adds to the meaning of a sentence. Have them use the allusions in a sentence of their own.

15. Ask students to watch in their reading and in conversation for allusions to contemporary people and things. They are to note two which they think are especially effective. Ask them to

write the sentence in which the allusion was used, give the source, and identify the person or thing referred to. Have the examples read in class and discuss the effectiveness.

16. Give students a group of sentences in which some contain figurative language and some do not. Have them indicate which is which.

17. Ask students to write a paragraph or a poem describing the face of someone by talking about it as if it were something other than a face.

18. Ask students to explain what a speaker is trying to express when he attaches the term literally to a description, such as "He literally ran the expression into the ground."

19. Have students compare the figurative language used by a sportscaster with the literal meaning. Examples: "The line dug itself in." "The ball carrier was buried by the defensive line."

20. Have students bring to class the lyrics of a popular song which contains words that seem to have no literal meanings. Discuss possible interpretations of the song.

21. Have students write a newspaper account of some poem about a person. Compare with the poem.

22. Find lines from poems that create very special effects with words. Compare with a literal line that says the same thing. Examples:
    a. "a little Charley Chaplin man"
    b. "balancing on eyebeams above a sea of faces"
    c. "with stumps of time"
    d. "the world is mid-luscious"

F. Objective. Given a passage with unfamiliar words, the student will deduce the meanings from context.

1. Show the film Do Words Ever Fool You? and discuss with students.

2. Give students practice with homonyms. Read sentences containing contextual clues.

3. Give students sentences in which you give a choice of homonyms. Have them choose the correct word for the sentence. Some examples of homonyms to use are: dessert, desert; duel, dual; slay, sleigh; horde, hoard; waived, waved; carats, carets.

4. Conduct a discussion on Roget's Thesaurus. Instruct students on its use.

5. Have students rewrite a newspaper article by supplying different words other than the ones used in article. Have them use the Thesaurus.

6. Have students write a paper on words frequently confused. Show videotape on this subject. Examples are imply-infer; illusion-allusion; affect-effect; credible-credulous; anecdote-antidote.

7. Use Unit VI, Word Power, and accompanying transparencies in Lumsden and Peterson's Contemporary Composition Manual. Concepts to stress are synonyms, commonly confused words, and antonyms.

8. Ask students to bring to class an example of a word used in a context that reveals its meaning. Have them write it on the board and discuss the context clues that made the meaning of the word clear. They should also give source of the example.

9. Ask students to think of a word or find a word that would be unfamiliar to class but useful to them in speaking, reading, and writing. Have them use the word in three or four sentences whose contexts provide clues to meaning but vary in kinds of clues. Have them put sentences on board, poster, acetate and then call on members of class to point out the context clues that reveal meaning of the word.

10. Give students a group of sentences containing unfamiliar words and have them write a short definition based on the clues found in context. They should check with dictionary later.

11. Check all language and vocabulary exercises in available literature books for exercises and practice work.

12. Give students a paragraph containing unfamiliar words to examine. Have them write a short definition of the words based on their understanding of the context. Ask them to use the words in sentences of their own.

13. Give students a group of sentences that contain the same nonsense word. Ask them to determine meaning of word from contexts used in.

14. Give students a multiple choice exercise to aid in determining meaning through context. Example: When we returned from viewing the opulent palace of the Duke, our tiny cottage looked bare and plain. a. old b. luxurious c. famous d. distant.

15. Give students a list of words. Ask them to use each in a sentence complete enough to indicate the meaning through context clues. Use some of the words being worked on in class. Include words that can be used as different parts of speech.

16. Have students check a dictionary to see how synonyms of a word differ in exact meaning. Have them explain each meaning and use the synonyms in sentences.

17. Have students read a passage to discuss why the author used certain words rather than others.

G. Objective. Given an opportunity to increase his vocabulary, the student will apply the words in a given situation.

1. Administer a diagnostic vocabulary test. Students could work independently on words they did not know.

2. Have students discuss the ways in which our stock of words has grown such as through use of names of people, names of places, trade names, new inventions and discoveries.

3. Show the films Build Your Vocabulary and Who Makes Words? Discuss ideas presented.

4. Show filmstrip "What's in a Name" to show some of the ways in which people, places and things received their names.

5. Show filmstrip "Our Changing Language" to show how language grows and how words are added.

6. Show filmstrip "Increase Your Stock of Words" which illustrates dictionary, sentence meaning, business and communication terminology.

7. Have students play "Password" by using words learned in course.

8. Have students play "Scrabble" or "Perquackey" or any good word game that can be found on the market.

9. Require students to keep a vocabulary notebook in which they list three new words a week encountered in listening to TV or radio programs. Have them give original source and the sentence in which it was first heard, followed by a dictionary definition, pronunciation, and an original sentence of their own using the word.

10. Have students listen to the tape "Meeting New Words" and discuss in small groups.

11. Encourage students to improve vocabulary usage by having them use new words in classroom discussion or by replacing the commonly used words such as "succulent" instead of "juicy."

12. Have students list words that are related to various central ideas such as courage, joy or pleasure, health or medicine, flattery, praise, hobbies. Discuss meanings of words listed.

13. Show a film that has no dialogue and have students supply a dialogue by using new words that they have learned.

14. Promote a discussion on words that have come into our language directly from other languages such as panacea, pathos, ingenue. Show videotape concerning this idea.

15. Lead a discussion on how words are made or created such as compounding, back-formation, blending, and acronyms. Show videotape on this subject. Have students think of examples.
    a. compounding
       fog-smoke=smog
    b. acronyms
       VIP
    c. back-formation
       peddle from peddler
       beg from beggar
    d. clipping
       examination-exam

16. Narrate a story with many unfamiliar words and have students interpret.

17. Have students prepare acetates on words for overhead projector.

18. Have students construct posters illustrating any of the following: analogies, quotations that illustrate use of words, illustrations using new words, etc.

19. Have students devise word games of their own or card word games.

20. Have students work on crossword puzzles of teacher or student creation.

21. Play the "Rebus Game." Have students diagram, make or draw pictures, or illustrate with pictures from magazines words studied in class.

22. Work on analogies and the different types that can be found in standardized tests. Have students create their own analogies.

23. Have students listen to speeches or to selected famous quotations or statements. Conduct a discussion on the impact of the words used.

24. Have students listen to the lyrics of various kinds of music. Ask them to listen for the importance of words for overall effect.

25. Have students research the topics "Words That Make a Difference Between Life and Death;" "Names That Became Part of Our Language;" "Various Types of Vocabulary Tests in Standardized Tests;" "The Function of a Prefix."

26. Have students make a list of Mrs. Malaprop's blunders. Have students add a few of the word blunders or malapropisms that they have discovered or devised.

27. Ask students to write a paper on "How Vocabulary Can Reflect the 'Inner You'."

28. Have students work through programmed vocabulary books for independent study.

29. Have students listen to records on vocabulary improvement and apply concepts. Some records are "Practical Vocabulary Improve-

ment," "Vocabulary Development and Program," "Developing Language Arts Skills," "Vocabulary for the College Bound."

30. Have selected students read and report on various sections of Mind Your Language by Ivor Brown.

31. Have selected students read and report on sections of Your Heritage of Words: How to Increase Your Vocabulary Instantly.

32. Give students a list of words for which they are to write a synonym and an antonym for each word. Have them compare answers in class.

33. Have students make a list of ten words and their antonyms. Have them present words to class to see who can give an antonym most quickly.

34. Have students select a new word that they have learned and write a paragraph about it.

35. Have students browse through a recent copy of a magazine to find an article and report on it in class. In the report, they should use at least three new words. Before giving report, they should write words on board. If class does not understand meanings of the words after the report, the student should explain the meanings.

36. Promote a discussion on how we learn word meanings.

37. Ask students to recall a word or words whose meaning they learned through a direct experience. Have them write a paragraph or relate the experience so that they make clear the meaning of the word or words.

38. Have class work on words that came from classical mythology and history.

39. Have students role play a situation in which they use new words which they have learned.

40. Promote a discussion on guides for improving vocabulary such as:
    a. paying attention to related words
    b. using dictionary
    c. cultivating an interest in words--their roots, prefixes, suffixes, origins
    d. widening vocabulary
    e. practicing using words learned

41. Conduct word games with students. Examples:
    a. Let first speaker give a more vivid word for a common one such as walk. Each student or participant must add another substitute.
    b. Have each member of the class write a list of substitutes for

common terms. Set a minimum length of time. Go over papers in class and make a composite list.

c. Conduct a contest to see who can give the greatest variety of meanings for each of these words: still, take, bill, fast.

42. Lead a discussion with students on the ways of defining a word; operation, synonym, attitude, word as word. Have students practice defining words by these methods. Some words that might be used are love, law, truth.

43. Have students analyze a magazine article. Have them notice the choice of vocabulary.

44. Have students compare and analyze the choice and range of vocabulary in several different sources.

45. Bring in Double crostics for students to work.

IV. STUDENT RESOURCES

State-adopted Textbooks:

Adventures in Literature Series. New York: The Macmillan Co., 1967,1968.

Carlson, Robert, et al., Themes and Writers Series. St. Louis: Webster Division, McGraw-Hill Book Co., 1967, 1969.

Houghton Mifflin Literature Series. Atlanta: Houghton Mifflin, 1968.

Literary Heritage Series. New York: The Macmillan Co., 1967, 1968.

Pooley, Robert, et al., America Read Series. Atlanta: Scott Foresman and Co., 1967, 1968.

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